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A STUDY OF EMOTIONAL INTELLIGENCE AMONG TRIBAL AND NON-TRIBAL ADOLESCENTS OF KASHMIR

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Abstract

Pre-adulthood is a period amid which an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day by day battles and maintaining good relationships. The present study was undertaken to compare the emotional intelligence of tribal and non-tribal adolescents of Kashmir. Stratified random sampling technique was employed to select the adolescent students from the different high schools of Anantnag and Kupwara districts of Kashmir. Mangal, and Mangal emotional intelligence inventory was employed to collect data for emotional intelligence. Independent samples t-test was used to analyse the data. The results were found that the tribal and non-tribal adolescents differ significantly on the measure of emotional intelligence at 0.01 level of significance. Non-tribal adolescents showed a higher level of emotional intelligence than tribal students. Further the study revealed that there exist no significant difference between the male and female adolescents on the measure of emotional intelligence in tribal group. Whereas, there was significant difference between emotional intelligence of non-tribal male and female adolescents.

Key words*: Emotional intelligence, Adolescent, tribal and non-tribal.*

Introduction: Pre-adulthood is a period amid which an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. It has been regarded as a group searching for them to discover type of personality and importance in their lives (Erickson 1968).Youth today are living in nervousness – ridden environment: "an age of uneasiness". The all pervasive environment urges young people continually to think about themselves, hence the new era needs to live, eat and inhale rivalry which makes them defenceless against the dangers of different psychosomatic issues. As to present emotional condition of youths, Goleman (1995) refered to that " there is a world-wide trend for the present generation to be more troubled emotionally than the last; more lonely and depressed; more angry and unruly; more impulsive and angry and more nervous and prone to worry". With the mushrooming of so many of multinational organizations with well-paid salary, the demand for people with delicate abilities like the capacity to impart, advance collaboration, present thoughts, take care of issues and oversee tasks and individuals has emerged. Presently it is accepted that inside of a man's delicate abilities lies his true intelligence and this intelligence is characterized as emotional intelligence. Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's own thinking and action (Salovey and Mayer 1990). In another definition Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour. (Coleman, 2008). Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day by day battles and maintaining good relationships. At the same time, if tribal adolescents are looked at, which are significant parts of Indian populace, the condition is tragic. The tribals are financially poor, uneducated and are less presented to the modern world. Being the aboriginals of the nation, they have a peculiar way of life. Lamentably the detachment has kept them out of mainstream and made them simple prey to misuse and when they are compelled to coexist with the standard society, they don't get adjusted easily. Lack of education and hardships that these tribals confront because of destitution may bring about disappointment both in individual and also social relationships in this way bringing about poor self-concept and low self-esteem. With numerous reservations and projects propelled for

tribal groups for upliftment and to bring them into the mainstream, the emotional intelligence i.e., the capacity to get adjusted with new individuals and new circumstances should be addressed and reinforced. In this way the present study was undertaken to assess the level of emotional intelligence the tribals so that the positive things of their way of life could be enhanced and the hardships could be recognized so that they could get amalgamated with the mainstream. The Daniel Goleman's book on emotional intelligence (1995) has prompted multiple utilization of emotional intelligence in business, industrial training, and education. Emotionally intelligent behaviour is wise behaviour. To act wisely requires the synergistic impact of the emotional mind with the cognitive mind. Thinking and feeling are not absolutely independent things, and emotionally intelligent behaviour requires a congruity of the two minds. The emotional mind makes numerous constructive contributions to scholastic accomplishment, mental and physical wellbeing.

Objectives of The Study

The following objectives were formulated for the purpose of proposed investigations.

To compare the emotional intelligence of tribal and non-tribal adolescents of Kashmir.

To compare the emotional intelligence of male and female adolescents of Kashmir.

To compare the emotional intelligence of tribal male and non-tribal male adolescents of Kashmir.

To compare the emotional intelligence of tribal female and non-tribal female adolescents of Kashmir.

Null Hypotheses

Ho 1. There is no significant mean difference between tribal and non-tribal adolescents of Kashmir on emotional intelligence.

Ho 2.There is no significant mean difference between male and female adolescents of Kashmir on emotional intelligence.

Ho 3.There is no significant mean difference between tribal male and tribal female adolescents of Kashmir on emotional intelligence.

Ho 4.There is no significant mean difference between non-tribal male and non-tribal female adolescents of Kashmir on emotional intelligence.

Method of Research: The sample of the research study included tribal and non-tribal adolescent (male/female) students of 9th class in Government schools of Anantnag and Kupwara Districts of Kashmir India, during the academic year of 2013-2014. The investigator visited three educational institutions of district Anantnag and Kupwara and collected the data through stratified random sampling technique. The total number of 564

students was selected out of which 286 adolescents belonged to tribal and 278 belonged to non-tribal communities. The sample was collected by using stratified random sampling technique. The measuring tool for emotional intelligence in this research study was Mangal & Mangal Emotional Inventory (2012). It has four dimensions: intra-personal awareness (knowing one's own emotions) inter-personal awareness (knowing about others emotions), intra-personal management (managing one's own emotions) and inter-personal management (managing others emotions). In order to analyze the data in the light of the objectives and hypotheses framed for this study the mean, SD and independent samples t-tests, were applied.

Analysis and Interpretation

Table 1. Comparison of Emotional intelligence of tribal and non-tribal adolescents of Kashmir.

Variable	Category	Mean	S D	t	df
Emotional Intelligence	Non-Tribal	73.91	7.86	4.44*	562
	Tribal	71.03	7.51		

***significant at 0.01 level; p < 0.01*

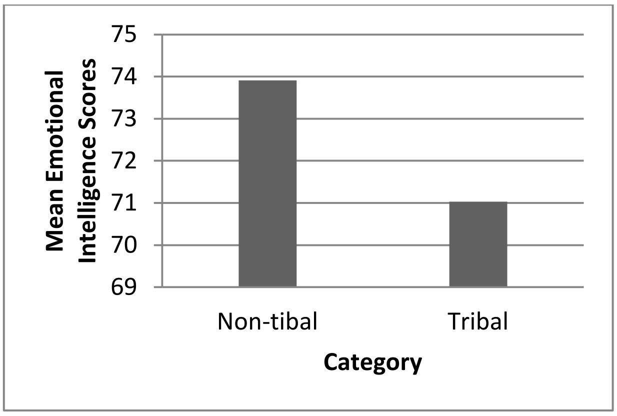


Figure 1. Comparison of emotional intelligence of tribal and non-tribal adolescents of Kashmir. It is clear from table 1 that non-tribal adolescents had higher (73.91) mean score in emotional intelligence scale compared to (71.03) tribal adolescents, which was found to be statistically significant using independent samples t-test (t = 4.44, 562 df, $p < 0.01$). It indicates that non-tribal students possessed high emotional intelligence as compared to tribal students (See figure 1). Therefore, the null hypothesis 1 stands rejected.

Table 2: Comparison of Emotional intelligence of male and female adolescents of Kashmir.

Variable	Gender	N	Mean	S. D	t	Df
Emotional intelligence	Male	298	73.05	8.29	1.951	561
	Female	266	71.78	7.20		

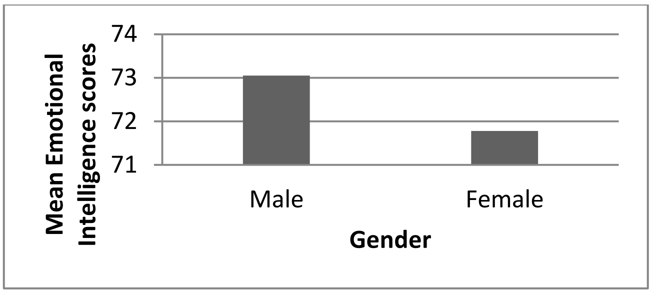


Figure 2. Comparison of emotional intelligence of male and female adolescents of Kashmir.

It is clear from table 2 that male adolescents had higher (73.05) mean score in emotional intelligence scale compared to (71.78) female adolescents, which was found to be statistically insignificant using independent samples t-test (t = 1.951, 561 df, $p < 0.05$). It can be said that there exists no significant difference between the male and female adolescents under study on emotional intelligence measure (See figure 2). Here we fail to reject null hypothesis 2.

Table 3 Comparison of Emotional intelligence of tribal male and tribal female adolescents of Kashmir.

Variable	Gender	N	Mean	S. D	t	Df
Emotional intelligence	Tribal Male	157	71.00	8.00	-.076	284
	Tribal Female	129	71.06	6.90		

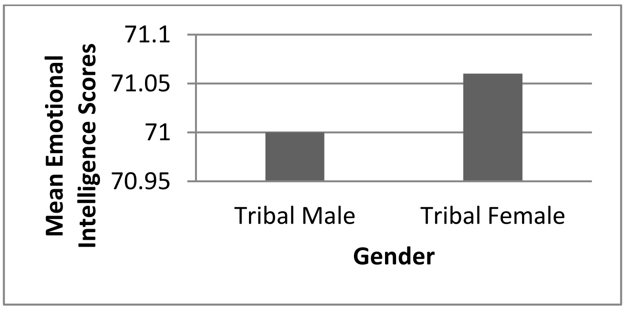


Figure 3. Comparison of emotional intelligence of tribal male and non-tribal female adolescents of Kashmir. It is clear from table 3 that tribal male adolescents had almost same (71.00) mean score in emotional intelligence scale compared to (71.06) tribal female adolescents, which was found to be statistically insignificant using independent samples t-test (t = -.076, 284 df, $p < 0.05$). It can be said that there exists no significant difference between the tribal male and tribal female under study on emotional intelligence measure (See figure 3). Here we fail to reject null hypothesis 3.

Table 4. Comparison of Emotional intelligence of non-tribal male and non-tribal female adolescents of Kashmir.

Variable	Gender	N	Mean	S. D	t	Df
Emotional intelligence	Non-tribal Male	141	75.3	8.02	3.109**	276
	Non-tribal Female	137	72.4	7.44		

**significant at 0.01 level; p < 0.01

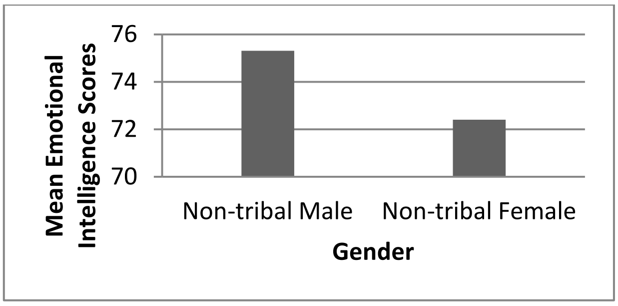


Figure 4. Comparison of emotional intelligence of tribal male and non-tribal female adolescents of Kashmir. Perusal of table 4 reveals that male adolescents had higher (75.3) mean score in emotional intelligence scale compared to (72.4) female adolescents, which was found to be statistically significant using independent samples t-test ($t = 3.109$, 276 df, $p < 0.01$). It can be said that there exists significant difference between the non-tribal male students and non-tribal female students under study on emotional intelligence measure (See figure 4). Hence null hypothesis 4 stand rejected.

Conclusion: India with a population of 104.8 million (2011 census), has the single largest tribal population in the world, constituting 8.6 percent of the total population of the country. Majority of these tribals live in scattered and small habitations located in remote and inaccessible settlements in hilly and forest areas of the country. This study has examined the emotional intelligence of tribal and non-tribal adolescents of Kashmir. It has been found that the tribal and non-tribal adolescents differ significantly on the measure of emotional intelligence. Non-tribal adolescents showed a higher level of emotional intelligence than tribal students. There was no significant mean difference between male and female students. Further the study revealed that there exists no significant difference between the tribal male and female adolescents. However, there was significant difference between non-tribal male and female students. It could be concluded that the more emotionally intelligent an adolescent is, more easily he bears the turmoils and pressures of this age group. The socio cultural, economic and educational variables of tribal population operate as a limiting factor for adolescents to be emotionally intelligent, which in turn affects their academic achievement.

Thus, to bring this culturally and socially isolated population into the mainstream which is a need for national integration their emotional intelligence needs to be enhanced.

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